

CDE, High School Leadership Division

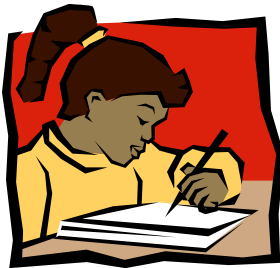
Volume 1, Issue 3

May 2002

# High School!

A monthly newsletter for California Educational Leaders

## Test Season in California



Spring in American high schools has always meant planning for the next instructional term- retooling the master schedule, developing staffing requests, planning for summer maintenance. In the last few years it has come to mean testing season. California has been one of the leaders in the national trend toward standards-based instruction, assessment and accountability. The success rate on the national and state exams, whether it is Advanced Placement, Golden State or the Stanford -9, have become important yardsticks used to define the quality of a California high school's instructional program.

The big news in Sacramento in recent weeks has been the move to the Educational Testing Service for California's assessment system after their administration of the California High School Exit Exam. The three-year contract calls for E.T.S. to develop standards-based tests in English, math, science and history/ social studies. The State Board of Education and the California Department of Education also looks to replace the norm referenced Stanford-9 Achievement Test with the California Achievement Test published by McGraw- Hill. With the increased stakes of these tests, any change in policy or test contractors has been done with great caution. E.T.S. has a solid reputation nationally and the future looks very optimistic with their increased role in the development of California's assessment system.

E.T.S. is a familiar player on the national and state testing stage. The Princeton, New Jersey company has been the developer of the California High School Exit Exam and has been the administrator of the S.A.T. The move will mean an increased emphasis on the state standards for the A.P.I. and on the testing program itself. E.T.S. has assured California school administrators and education officials that scoring on the California Achievement Test will be congruent with the Stanford-9 so that the transition should be relatively smooth.

With the advent of the No Child Left Behind legislation in the ESEA reauthorization, states are evaluating their assessment programs in light of the emphasis on annual testing of 3rd through 8<sup>th</sup> graders. High school leaders are especially interested in the required one time test during 10<sup>th</sup> through 12<sup>th</sup> grade since these examinations will be the primary measure of school improvement. All in all, standards-based reform, with the supporting state and local assessments, will be part of the educational landscape for many years to come. California's commitment to a comprehensive, high quality, standards-based assessment program is being noted nationally. The hope is that this commitment and investment will pay increased student achievement dividends in the near future.

# CAHSEE Update

## SEPTEMBER TESTING DATES CHANGED

The Superintendent of Public Instruction has changed the September 2003 and 2004 testing dates out of respect for the victims of 9-11-01. The new designated testing dates are: September 17, 18 and 19, 2002, and September 16, 17, and 18, 2003. These new dates will be posted on the [CAHSEE website](#).



## ACCOMMODATIONS/MODIFICATIONS

Many questions have been received on whether or not students can take the CAHSEE with a calculator on the mathematics portion or an audio presentation on the English-language arts portion of the test. If a student's IEP or 504 plan designates either of these modifications for state testing or for any standardized testing, or for classroom testing, the student must be allowed to use them on the CAHSEE.

The answer sheet has a place to indicate that the test was taken with a modification. If the student receives a passing score, the score report will indicate that the score is invalid, however the district may submit a waiver on behalf of the student for successful passage of the CAHSEE.

More information on this is available on our website at [www.cde.ca.gov/statetests/cahsee](http://www.cde.ca.gov/statetests/cahsee) under administrative documents. The State Board has adopted a waiver policy that may be reviewed on the Board web site at <http://www.cde.ca.gov/board>. Please call us at 916.657.3011 if you have any questions regarding accommodations or modifications for the May test. Please share this information with your schools.

## CAHSEE ITEM WRITER TRAINING

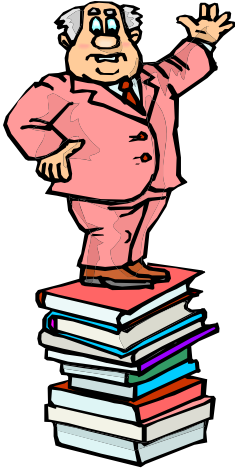
Item writer training workshops will be held in Oakland on April 15-16 2002 and in Orange County on April 18-19 2002. If any middle or high school mathematics and English teachers in your district would like to write items for the CAHSEE, they should plan to attend one of these training sessions. For more information on the application process, contact [CAHSEE-Support@ets.org](mailto:CAHSEE-Support@ets.org) or visit the ETS CAHSEE website at [www.ets.org/cahsee](http://www.ets.org/cahsee) and click on "We're Recruiting Item Writers" (available week of March 11) for an explanation of the application process. Each training session will be limited to 50 participants.

"Everything has been said before, but since nobody listens we have to keep going back and beginning all over again." - A. Gide .

"It is good to follow one's own bent, so long as it leads upward." - Andre Gide.

"Knowledge is of two kinds; we know a subject ourselves, or we know where we can find information upon it." - Samuel Johnson, 1775

# Counselor's Corner



## Credential Standards for Pupil Personnel Services

The Commission on Teacher Credentialing (CTC) has adopted new university training program standards for accreditation in issuing credentials in school counseling, school psychology, school social work, and child welfare and attendance supervisors. The CTC Commissioners approved the new standards in October 2000. These standards significantly increase the specialized training candidates receive in earning their PPS credentials. In addition, fieldwork hours increased for each specialization. In school counseling, the number of fieldwork hours increases from 450 to 600; in school psychology from 450 to 1,200; in school social work from 450 to 1000; and in child welfare and attendance from 90 to 150.

## New School Counseling Standards

The mission of the new standards is to link the training of future school counselors to the current national movement of standards-based reform. The core of the school counseling profession is to promote student development, learning, and achievement. The goal of school counseling is to increase learning and achievement in students, and to ensure an equitable and effective education for all students. The work of school counseling involves creating a supportive, caring school climate, providing opportunities for development, designing additional opportunities for achievement, and removing barriers to learning.

In addition to the generic standards for the PPS, specialized standards for school counseling programs have been organized into four distinct categories: (1) Core Knowledge Base and Foundations, (2) Domains of School Counseling Programs, (3) Themes in School Counselor Preparation, and (4) Functions of School Counselors.

The Core Knowledge and Foundations category is the fundamentals of the profession. This includes a focus on history and trends in school counseling, the National Standards for School Counseling Programs, model school counseling programs, and knowledge in professionalism, ethics and legal mandates. The second category, Domains of School Counseling, includes standards that address the three domains of guidance and counseling: academic development, career development, and personal/social development. The standards in the Themes for School Counseling Preparation focus on three areas: 1) leadership; 2) advocacy; and 3) student learning, achievement, and instruction. In the Functions of School Counseling category, the standards focus on the skills needed by a school counselor, such as individual counseling, group counseling, program development and evaluation, interventions, consultation, coordination of pupil support systems, and supervision. To accommodate the additional standards, school counseling credential programs are now required to have a minimum of 48 semester units or 72 quarter units, a 60% increase in required units.

These new standards reflect the thinking of leaders in school counseling and provide a solid foundation for counselor education programs that will prepare future school counselors for the rigor and reward of supporting students to succeed and achieve at the high levels. For additional information regarding the standards, please contact Dr. Joe Dear at the Commission on Teacher Credentialing at 916.327.1461 or [jdear@ctc.ca.gov](mailto:jdear@ctc.ca.gov), or Paul Meyers in the Counseling and Student Support Services Office at 916.445.6773 or [pmeyers@cde.ca.gov](mailto:pmeyers@cde.ca.gov).

# B o o k s h e l f



Have you read *Understanding by Design* by Grant Wiggins and Jay McTighe? If you are involved with high school reform or serving as a change agent, this book is a “must read”.

Wiggins and McTighe is a wonderful guide for those involved in education that speaks to student understanding of knowledge and the application of that knowledge in meaningful ways. The authors share with the reader the designing of curriculum, instruction and assessments. They lead educators to support increased student understanding, using six facets of cognition as the basis for their suggestions. Learning is what it is about. This

text has the reader continually focusing on experiences leading to mature understanding for students, through a specific set of understandings in chapter four, emphasizing that there are related abilities that create “understanding.” They urge the reader to work through misunderstandings. There are alerts throughout the text that work to prevent misconceptions. The application of that learning is what it is all about! A must read for educators.

In addition to the text, Wiggins and McTighe have available an audio review via Understanding by Design: What’s New? That reviews the program and shares how schools are using it. They have study group materials available in Understanding by Design Study Guide and a curriculum design tool entitled Understanding by Design Unit Builder. There is an entire Understanding by Design Video Series that take you through Understanding by Design’s six facets of understanding, the three-stage process, and tips and advice about designing curriculum units leading to greater student understanding of content and across the curriculum.

Review by Nancy J. Carr, [ncarr@cde.gov](mailto:ncarr@cde.gov)



# W o r t h a C l i c k

[CALIFORNIA SAFE SCHOOLS ASSESSMENT](#) - Safe schools and violence prevention

[BLINDNESS ADVISORY TASK FORCE](#) - Quality education for all students who are blind and visually impaired

[AIMING HIGH](#) - High Schools for the 21st Century

[FUNDING OPPORTUNITIES](#) - Current Grant Listings

# The Puente Project

The Puente (Spanish for “bridge”) Project is a national-award winning program that for over 20 years has improved the college-going rate for tens of thousands of California’s educationally underserved students. Begun in 1981 at one community college, the program has since expanded to 33 high schools and over 3,600 students grades nine through 12, as well as, 45 community colleges statewide. Puente trains school faculty to implement a program of rigorous instruction, focused academic counseling, and mentoring by members of the community. Puente’s staff training programs benefit approximately 63,000 students per year directly and approximately 200,000 indirectly.

The mission of the Puente high school program is to increase the number of educationally underserved students who graduate from college, earn college degrees, and return to the community as leaders and mentors to future generations.

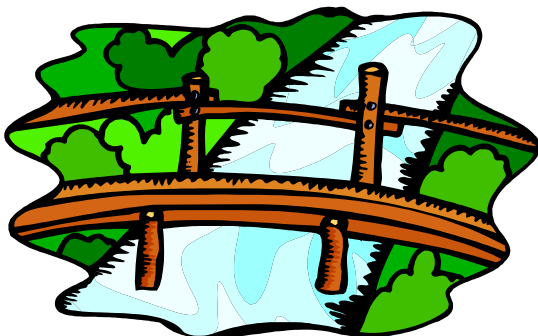
The first step in bringing Puente to your school is to contact the regional Puente Director in either Northern or Southern California. The director can give you an overview of how Puente works and what is required of participating schools. Your district can then follow up with a letter of intent and an application to host the program. Once these are received, we will proceed as quickly as possible to bring Puente on board at your school.

## **Northern California High Schools Regional Director, Ernest Robles 530.987.9736**

Andrew Hill High School, San Jose  
Everett Alvarez High School, Salinas  
Hayward high School, Hayward  
James Lick high School, San Jose  
Mt. Eden high School, Hayward  
Mt. Pleasant High 'school, San Jose  
Overfelt High School, San Jose  
Pittsburg High School, Pittsburg  
Roosevelt high School, Fresno  
Tennyson High School, Hayward

## **Southern California High Schools Regional Director, Dennis Lopez 714.953.2153**

Anaheim High School, Anaheim  
Blair High School, Pasadena  
California High School, Whittier  
Castle Park High School, Chula Vista  
Century High School, Santa Ana  
John Glenn High School, Norwalk  
Katella High School, Anaheim  
Magnolia High School, Anaheim  
Marshall High School, Pasadena  
Muir High School, Pasadena  
Norwalk High School, Norwalk  
Pasadena High School, Pasadena  
Roosevelt High School, Los Angeles  
Saddleback High School, Santa Ana  
San Diego High School, San Diego  
San Fernando High School, San Fernando  
Santa Ana High School, Santa Ana  
Savanna High school, Anaheim  
Southwest High School, Dan Diego  
Valley High School, Santa Ana  
Whittier High School, Whittier



# A Culture for Change

It is human nature to resist change, especially when it involves shaking comfort and knowledge zones. Teachers and administrators often view changes in education policy as short-term exercises that will pass without effect. With this mindset, it is no wonder that most reform efforts die before reaching fruition.

According to the document *Vertical Teaming* (Texas Leadership Center), part of the problem may stem from changes in policy being cultivated in infertile ground. Often, administrators initiate new policy ("first-order change") without first going through culture-changing activities needed to allow the new policy to work ("second-order change"). Dealing only with first-order change disallows successful processes that "affect the deep structure of values and assumptions upon which organizational culture rests." Conversely, if administrators first deal with the issues that may stifle important processes, the culture may better support long-term change. *Vertical Teaming* suggests that cultural changes may occur simply by giving stakeholders an opportunity to participate in the process of decision-making as long as the status of participant decisions are stated upfront. Once consensus has been reached on key decisions (second-order), stakeholders generally continue to support agreed-upon strategies throughout the process of change (first-order), even if they at one time had dissenting viewpoints.

## Information Technology Academies

It's almost official! Assembly Bill 717, described in Education Code Section 52290-52294, Information Technology Career Academy Grant Initiative, is moving forward once again for all high schools that are interested in starting new Information Technology Academies for grades 9-12.

To help California move this funding along, please email [sharon@bayscan.org](mailto:sharon@bayscan.org) with names of schools you know are sending Letters of Intent (LOI) to apply for funding.

All school districts interested in applying for funds, must submit a LOI for CDE by **May 20, 2002**. It is important to note that submitting a LOI does not bind the school to apply; however, if schools do not submit a LOI by **May 20, 2002**, schools will not be eligible to apply when the Request for Application (RFA) is released.

Schools intending to apply need to submit the LOI now so that there is enough evidence to set aside state money to fund the bill. We must prove that there are a sufficient number of schools that intend to apply for these grants. The release date of the RFA has not yet been determined, as we must first provide a sufficient number of letter of intent before the final decision on AB717 can be made by CDE.

To begin preparing for the funding proposal, please review the Education Code that outlines the bill and its requirements. A sample RFA will be available soon from the California Partnership Academies website [www.cde.ca.gov/partacad](http://www.cde.ca.gov/partacad) that will assist the writing process.

If you have any questions or need assistance, please contact Maria Suggett, Regional Consultant for NAF, at 619.253.8484 or [msuggett@pacbell.net](mailto:msuggett@pacbell.net).

For copies of the LOI and description of funding, please email [sharon@bayscan.org](mailto:sharon@bayscan.org). Documents will soon be posted at [www.calscan.org](http://www.calscan.org).



# Legislative

## Assembly Bill 75 – Steinberg

### Principal Training Program

AB 75 has established Education Code Section 44510, here after known as the Principal Training Program. This program will provide incentive funding to provide school site administrators with instruction and training in the following areas:



1. School financial and personnel management
2. Core academic standards
3. Curriculum frameworks and instructional materials aligned to the state academic standards
4. Use of pupil assessment instruments, specific ways of mastering the use of assessment data form the Standardized Testing and Reporting Program, and school management technology to improve pupil performance
5. Instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance
6. Extending knowledge to strengthen an administrators ability to serve all pupils in their assigned school

The curriculum for this program will include additional instruction and training in areas considered to improve pupil learning and achievement based upon the needs of the participating administrator, including pedagogies of learning, motivating pupil learning, collaboration, conflict resolution, diversity, parental involvement, employee relations, and the creation of effective learning and workplace environments.

The Principal Training Program shall have a duration of no fewer than 80 hours of instruction and shall involve a minimum of 80 hours of intensive individualized support and professional development in the areas previously described. It is the intent of the legislation to give highest priority to training administrators assigned to, and practicing in, low-performing or hard-to-staff schools.

Currently the California Department of Education is reviewing provider training programs to meet the intent of this legislation. Contact Sandra Frank, Consultant at 916.323.5505, [sfrank@cde.ca.gov](mailto:sfrank@cde.ca.gov) or Joy Allingham, Consultant at 916.324.5689, [jallingh@cde.ca.gov](mailto:jallingh@cde.ca.gov) at CDE for further detailed information regarding the implementation of this new program.

“The first problem for all of us, men and women, is not to learn, but to unlearn.” – Gloria Steinem

“Well done is better than well said.” – Benjamin Franklin

“Sit down and read. Educate yourself for the coming conflicts.” – Mary “Mother” Jones

# Legislative Updates (cont.)

## Assembly Bill 1381 – Florez

### Governor's Scholars Award

As found in Education Code 69997, the Governor's Scholars Program provides one thousand dollars (\$1,000) to each public high school pupil who attains a combined score on the reading and mathematics portions of the nationally normed-referenced achievement test (Stanford 9) that places the student in the top five (5) percent of test takers in the students grade level statewide or in the top ten (10) percent of test takers in the student's grade level in the comprehensive public high school attended by that pupil.



As found in Education Code 69998, the Governor's Distinguished Mathematics and Science Scholars Program provides two thousand five hundred dollars (\$2,500) for public high school pupil who demonstrate specified high academic achievement in mathematics and sciences. A pupil shall satisfy the following to be eligible to receive a scholarship:

1. Take an advanced placement calculus examination and attain a score of five (5) on the AB exam or a four (4) or five (5) on the BC exam.
2. Take any of the advanced placement biology, chemistry, or physics examinations and attain a score of five (5) or attain a score of four (4) or five (5) on the physics C exam.
3. Take the appropriate Golden State Examination in mathematics and/or science and attain a score of six (6).

This bill expands a pupil's eligibility in the Governor's Scholars Program and the Governor's Distinguished Mathematics and Science Program by permitting students who are enrolled at a California public high school for at least 16 of the 24 months immediately preceding the administration of the identified tests to be eligible for both the award programs.

The current law has denied access to the awards for "migrant" students whose families leave the state on a seasonal basis who work in agriculture or other areas of employment. This legislation, if passed, will increase the number of eligible students who may qualify for awards in spite of their migrant status.

The bill also specifies that for students to be eligible they cannot have been enrolled at any nonpublic school in California for the 24 months immediately preceding the administration of the identified tests. This language has come from the Department of Finance and is designed to create language within the law that better defines student eligibility.

Currently the bill sits in the Senate Education Committee, Chaired by Senator Jack O'Connell.

Steve James - [sjames@cde.ca.gov](mailto:sjames@cde.ca.gov)





## High School!



Department of Education  
High School Leadership Division  
Patrick Ainsworth, Director  
660 "J" Street, Suite 300  
Sacramento, CA 95814

Mike McCoy, Editor  
High School Improvement Office  
Email: [mmccoy@cde.ca.gov](mailto:mmccoy@cde.ca.gov)  
Phone: 916.324.0582  
Fax: 916.324.4848

Cindi Cereceres-Anderson, Design  
Email: [cianders@cde.ca.gov](mailto:cianders@cde.ca.gov)

You are at:  
[www.cde.ca.gov/shsd/  
newsletter/](http://www.cde.ca.gov/shsd/newsletter/)

## Conference Calendar

### California Conference Calendar

June 2002

June 17-19, 2002

California Association of Administrators of State and  
Federal Education Programs

Hyatt Regency Hotel

Sacramento, CA

530.886.5803

[www.caasfep.com](http://www.caasfep.com)

June 16-18, 2002

School to Career Conference

Marriott Desert Springs Hotel and Resort

Palm Desert, CA

202.336.7074

[www.ccsso.org](http://www.ccsso.org)

June 23-27, 2002

California Agricultural Teachers' Association

83<sup>rd</sup> Annual CATA Conference

California Polytechnic State University

San Luis Obispo, CA

916.443.2282

[www.calagteachers.org](http://www.calagteachers.org)

## G o t E - M a i l ?

Join the CDE [HIGH SCHOOL! list serve](#) to receive reminder messages about upcoming issues and web posting dates.

If you have comments, contributions, or questions for HIGH SCHOOL! please contact Mike McCoy at [mmccoy@cde.ca.gov](mailto:mmccoy@cde.ca.gov). Your ideas and suggestions are welcome.

**LOOKING FOR CDE STAFF?** Use our [staff directory](#).